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2006 CTS AMENDMENTS
to the
Career Transitions
Guide to Standards and Implementation

Section D

- **Remove** page D.11 (Revised 2004) and **replace** with new page D.11 (Revised 2006).
- **Add** new page D.23 (2006).

Section E

- **Remove** page E.13 (Revised 2004) and **replace** with new page E.13 (Revised 2006).
- **Add** new page E.29 (2006).

Section F

- **Remove** page F.17 (Revised 2004) and **replace** with new page F.17 (Revised 2006).
- **Add** new page F.32 (2006).

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to the
Career Transitions
Guide to Standards and Implementation

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- **Add** new page F.32 (2006).

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COURSE CTR1110: PROJECT 1A
COURSE CTR1120: PROJECT 1B

Level: Introductory

Theme: Career Extensions

Prerequisite: None

Description: Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Note: The project courses may not be delivered as stand-alone courses, nor may they be combined with core courses.

Note: CTR project courses must meet specific criteria to meet funding requirements (see page D.23).

Parameters: Equipment variable according to project.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• propose, manage and assess a project • meet goals as defined within the project plan	• successful completion of project including project: – proposal – management – completion – assessment – presentation. *Assessment Tool* *CTR Project: Career Extensions Courses*	20 20 20 20 20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Outcomes	Notes★
Project Definition	*The student should:* • identify a project • prepare a project plan: – clarify the purpose of the project – define project deliverables – specify project timelines – define resource needs, e.g., materials, finances, support network • define assessment standards (indicators for success) • present project proposal for approval.	Purposes of project should relate to student(s)' goals and expectations. (Refer to *Guide to Standards and Implementation* for strand-related projects.) Presentation of project proposal could be print, verbal or audio/visual.
Project Management	• proceed with the project as outlined by the project plan • monitor project and make necessary adjustments to project plan.	Project monitoring should include regular progress checks and consultation with teacher and others.
Project Presentation and Assessment	• present the project: – outcomes attained – relationship to goals set originally • assess the project: – processes and strategies used – recommendations for how the project could have been improved.	Project presentation could be in print, a display of the product or a description of the processes undertaken. Student assessment could be print, verbal, and/or audio/visual.

★ *Refer to the* Guide to Standards and Implementation *for the particular strand for suggestions about how project courses could be used to complement and enhance the learning.*

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CTR PROJECT COURSES

CTR project courses must meet the following criteria in order to meet funding requirements:

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- A CTR project course cannot be offered with a core (non-CTS) course, nor as a stand-alone course.
- Extracurricular activities and CTR project courses:
  - Student events that take place around the school, leadership conferences, tournaments and social activities are consistent with extracurricular activities that many students' councils/unions in other schools across the province showcase outside of the regular high school courses they offer. However, as per the current *Guide to Education: ECS to Grade 12* and the *Funding Manual for School Authorities*, these activities do not constitute instructional time, nor is funding provided for extracurricular activities. Therefore, any funding submission for a CTR Project course that consists largely or wholly of such activities will be deeded ineligible for funding and will be subject to funding recovery.

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COURSE CTR2110: PROJECT 2A
COURSE CTR2120: PROJECT 2B
COURSE CTR2130: PROJECT 2C
COURSE CTR2140: PROJECT 2D
COURSE CTR2150: PROJECT 2E

Level: Intermediate

Theme: Career Extensions

Prerequisite: None

Description: Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Note: The project courses may not be delivered as stand-alone courses, nor may they be combined with core courses.

Note: CTR project courses must meet specific criteria to meet funding requirements (see page E.29).

Parameters: Equipment variable according to project.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• propose, manage and assess a project • meet goals as defined within the project plan	• successful completion of project, including project: – proposal – management – completion – assessment – presentation. *Assessment Tool* *CTR Project: Career Extensions Courses*	20 20 20 20 20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Outcomes	Notes★
Project Definition	*The student should:* • identify a project • outline related issues and implications • prepare a project plan: – clarify the purposes of the project – define project deliverables – specify project timelines; e.g., key decision points, consultation points – define resource needs; e.g., materials, costs, support network • identify and comply with all related health and safety standards • define assessment standards (indicators for success) • present project proposal and obtain necessary approvals.	Purposes of project should relate to student(s)' goals and expectations. (Refer to *Guide to Standards and Implementation* for strand-related projects.) Resources could include materials, finances and support network. Presentation of project proposal could be print, verbal or audio/visual.
Project Management	• proceed with the project as outlined by the project plan • monitor project and make necessary adjustments to project plan.	Project monitoring should include regular progress checks and consultation with teacher and others.
Project Presentation and Assessment	• present the project: – outcomes attained – relationship to goals set originally • assess the project: – processes and strategies used – recommendations for how the project could have been improved.	Project presentation could be in print, a display of the project or a description of the processes undertaken. Student assessment could be print, verbal, and/or audio/visual.

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COURSE CTR3110: PROJECT 3A
COURSE CTR3120: PROJECT 3B
COURSE CTR3130: PROJECT 3C
COURSE CTR3140: PROJECT 3D
COURSE CTR3150: PROJECT 3E

Level: Advanced

Theme: Career Extensions

Prerequisite: None

Description: Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Note: The project courses may not be delivered as stand-alone courses, nor may they be combined with core courses.

Note: CTR project courses must meet specific criteria to meet funding requirements (see page F.32).

Parameters: Equipment variable according to project.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• propose, manage and assess a project • meet goals as defined within the project plan	• successful completion of project including project: – proposal – management – completion – assessment – presentation *Assessment Tool* *CTR Project: Career Extensions Courses* • successful attainment of the standards for achievement outlined within the project plan. *Assessment Tool* *CTR Project: Career Extensions Courses*	20 20 20 20 20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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COURSE CTR3110: PROJECT 3A
COURSE CTR3120: PROJECT 3B
COURSE CTR3130: PROJECT 3C
COURSE CTR3140: PROJECT 3D
COURSE CTR3150: PROJECT 3E (continued)

Concept	Specific Outcomes	Notes★
Project Definition	*The student should:* • identify a project • prepare a project plan: – clarify the purposes of the project – define project deliverables – specify project timelines – explain terminology, tools and processes consistently throughout the project – define resource needs; e.g., materials, costs, staffing • identify and comply with all related health and safety standards • define assessment standards (indicators for success) • present project proposal and obtain necessary approvals.	Purposes of project should relate to student(s)' goals and expectations. (Refer to *Guide to Standards and Implementation* for strand-related projects.) Resources could include materials, finances and support network. Presentation of project proposal could be print, verbal or audio/visual.
Project Management	• complete the project as outlined with the project plan • monitor project and make necessary adjustments to project plan.	Project monitoring should include regular progress checks and consultation with teacher and others.
Project Presentation and Assessment	• present the project: – outcomes attained – relationship to goals set originally • evaluate the project: – processes and strategies used – recommendations for how the project could have been improved.	Project presentation could be in print, a display of the project or a description of the processes undertaken. Student assessment could be print, verbal, and/or audio/visual.

★ *Refer to the* Guide to Standards and Implementation *for a particular strand for suggestions about how project courses could be used to complement and enhance the learning.*

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Concept	Specific Outcomes	Notes
Plan for Transitions	*The student should:* • update personal profile of strengths, interests and accomplishments • use a personal career decision-making grid to review work and learning opportunities • update and assess personal career transition scenarios to include: – career planning process and principles – expectations and opportunities (potential career paths) – documentation to support transition from high school into: • workplace—application forms, career portfolio, résumé and cover, reference and thank you letters • post-secondary—transcripts, registration forms, career portfolio, applications for financial support.	Personal Strengths: • who you are • what you know and can do
Build Personal Capacity	• update assessment of ability to demonstrate essential competencies in various contexts; e.g., home, work, school, community • expand action plan to improve one or two additional essential competencies with a focus on post-secondary education or work contexts • update inventory of personal learning styles and strengths • expand action plan to improve personal learning capacity with a focus on the workplace or post-secondary environment.	Essential Competencies: • personal management • managing transitions • working with others • communicating • thinking • achieving results • numeracy • computer technology

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COURSE CTR1110: PROJECT 1A
COURSE CTR1120: PROJECT 1B

Level: Introductory

Theme: Career Extensions

Prerequisite: None

Description: Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Note: The project courses may not be delivered as stand-alone courses, nor may they be combined with core courses.

Note: CTR project courses must meet specific criteria to meet funding requirements (see page D.23).

Parameters: Equipment variable according to project.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• propose, manage and assess a project • meet goals as defined within the project plan	• successful completion of project including project: – proposal – management – completion – assessment – presentation. *Assessment Tool* *CTR Project: Career Extensions Courses*	20 20 20 20 20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Outcomes	Notes★
Project Definition	*The student should:* • identify a project • prepare a project plan: – clarify the purpose of the project – define project deliverables – specify project timelines – define resource needs, e.g., materials, finances, support network • define assessment standards (indicators for success) • present project proposal for approval.	Purposes of project should relate to student(s)' goals and expectations. (Refer to *Guide to Standards and Implementation* for strand-related projects.) Presentation of project proposal could be print, verbal or audio/visual.
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COURSE CTR2110: PROJECT 2A
COURSE CTR2120: PROJECT 2B
COURSE CTR2130: PROJECT 2C
COURSE CTR2140: PROJECT 2D
COURSE CTR2150: PROJECT 2E

Level: Intermediate

Theme: Career Extensions

Prerequisite: None

Description: Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Note: The project courses may not be delivered as stand-alone courses, nor may they be combined with core courses.

Note: CTR project courses must meet specific criteria to meet funding requirements (see page E.29).

Parameters: Equipment variable according to project.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
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Concept	Specific Outcomes	Notes★
Project Definition	*The student should:* • identify a project • outline related issues and implications • prepare a project plan: – clarify the purposes of the project – define project deliverables – specify project timelines; e.g., key decision points, consultation points – define resource needs; e.g., materials, costs, support network • identify and comply with all related health and safety standards • define assessment standards (indicators for success) • present project proposal and obtain necessary approvals.	Purposes of project should relate to student(s)' goals and expectations. (Refer to *Guide to Standards and Implementation* for strand-related projects.) Resources could include materials, finances and support network. Presentation of project proposal could be print, verbal or audio/visual.
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COURSE CTR3110: PROJECT 3A
COURSE CTR3120: PROJECT 3B
COURSE CTR3130: PROJECT 3C
COURSE CTR3140: PROJECT 3D
COURSE CTR3150: PROJECT 3E

Level: Advanced

Theme: Career Extensions

Prerequisite: None

Description: Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Note: The project courses may not be delivered as stand-alone courses, nor may they be combined with core courses.

Note: CTR project courses must meet specific criteria to meet funding requirements (see page F.32).

Parameters: Equipment variable according to project.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
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COURSE CTR1120: PROJECT 1B

Level: Introductory

Theme: Career Extensions

Prerequisite: None

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COURSE CTR2140: PROJECT 2D
COURSE CTR2150: PROJECT 2E

Level: Intermediate

Theme: Career Extensions

Prerequisite: None

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General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• propose, manage and assess a project • meet goals as defined within the project plan	• successful completion of project, including project: – proposal – management – completion – assessment – presentation. *Assessment Tool* *CTR Project: Career Extensions Courses*	20 20 20 20 20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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COURSE CTR2110: PROJECT 2A
COURSE CTR2120: PROJECT 2B
COURSE CTR2130: PROJECT 2C
COURSE CTR2140: PROJECT 2D
COURSE CTR2150: PROJECT 2E (continued)

Concept	Specific Outcomes	Notes★
Project Definition	*The student should:* • identify a project • outline related issues and implications • prepare a project plan: – clarify the purposes of the project – define project deliverables – specify project timelines; e.g., key decision points, consultation points – define resource needs; e.g., materials, costs, support network • identify and comply with all related health and safety standards • define assessment standards (indicators for success) • present project proposal and obtain necessary approvals.	Purposes of project should relate to student(s)' goals and expectations. (Refer to *Guide to Standards and Implementation* for strand-related projects.) Resources could include materials, finances and support network. Presentation of project proposal could be print, verbal or audio/visual.
Project Management	• proceed with the project as outlined by the project plan • monitor project and make necessary adjustments to project plan.	Project monitoring should include regular progress checks and consultation with teacher and others.
Project Presentation and Assessment	• present the project: – outcomes attained – relationship to goals set originally • assess the project: – processes and strategies used – recommendations for how the project could have been improved.	Project presentation could be in print, a display of the project or a description of the processes undertaken. Student assessment could be print, verbal, and/or audio/visual.

★ *Refer to the* Guide to Standards and Implementation *for a particular strand for suggestions about how project courses could be used to complement and enhance the learning.*

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CTR PROJECT COURSES

CTR project courses must meet the following criteria in order to meet funding requirements:

- All CTR project courses must extend or enhance an existing CTS strand and must not duplicate the outcomes of an existing course.
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- The course to which the CTR project course is linked must meet the program of studies. If it does not, the CTR project course will not meet the program of studies as it is not an extension or enhancement of complete outcomes.
- A CTR project course cannot be offered with a core (non-CTS) course, nor as a stand-alone course.
- Extracurricular activities and CTR project courses:
  - Student events that take place around the school, leadership conferences, tournaments and social activities are consistent with extracurricular activities that many students' councils/unions in other schools across the province showcase outside of the regular high school courses they offer. However, as per the current *Guide to Education: ECS to Grade 12* and the *Funding Manual for School Authorities*, these activities do not constitute instructional time, nor is funding provided for extracurricular activities. Therefore, any funding submission for a CTR Project course that consists largely or wholly of such activities will be deeded ineligible for funding and will be subject to funding recovery.

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COURSE CTR3110: PROJECT 3A
COURSE CTR3120: PROJECT 3B
COURSE CTR3130: PROJECT 3C
COURSE CTR3140: PROJECT 3D
COURSE CTR3150: PROJECT 3E

Level: Advanced

Theme: Career Extensions

Prerequisite: None

Description: Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Note: The project courses may not be delivered as stand-alone courses, nor may they be combined with core courses.

Note: CTR project courses must meet specific criteria to meet funding requirements (see page F.32).

Parameters: Equipment variable according to project.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• propose, manage and assess a project • meet goals as defined within the project plan	• successful completion of project including project: – proposal – management – completion – assessment – presentation *Assessment Tool* *CTR Project: Career Extensions Courses* • successful attainment of the standards for achievement outlined within the project plan. *Assessment Tool* *CTR Project: Career Extensions Courses*	20 20 20 20 20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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COURSE CTR3110: PROJECT 3A
COURSE CTR3120: PROJECT 3B
COURSE CTR3130: PROJECT 3C
COURSE CTR3140: PROJECT 3D
COURSE CTR3150: PROJECT 3E (continued)

Concept	Specific Outcomes	Notes★
Project Definition	*The student should:* • identify a project • prepare a project plan: – clarify the purposes of the project – define project deliverables – specify project timelines – explain terminology, tools and processes consistently throughout the project – define resource needs; e.g., materials, costs, staffing • identify and comply with all related health and safety standards • define assessment standards (indicators for success) • present project proposal and obtain necessary approvals.	Purposes of project should relate to student(s)' goals and expectations. (Refer to *Guide to Standards and Implementation* for strand-related projects.) Resources could include materials, finances and support network. Presentation of project proposal could be print, verbal or audio/visual.
Project Management	• complete the project as outlined with the project plan • monitor project and make necessary adjustments to project plan.	Project monitoring should include regular progress checks and consultation with teacher and others.
Project Presentation and Assessment	• present the project: – outcomes attained – relationship to goals set originally • evaluate the project: – processes and strategies used – recommendations for how the project could have been improved.	Project presentation could be in print, a display of the project or a description of the processes undertaken. Student assessment could be print, verbal, and/or audio/visual.

★ *Refer to the* Guide to Standards and Implementation *for a particular strand for suggestions about how project courses could be used to complement and enhance the learning.*

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Concept	Specific Outcomes	Notes
Plan for Transitions	*The student should:* • update personal profile of strengths, interests and accomplishments • use a personal career decision-making grid to review work and learning opportunities • update and assess personal career transition scenarios to include: – career planning process and principles – expectations and opportunities (potential career paths) – documentation to support transition from high school into: • workplace—application forms, career portfolio, résumé and cover, reference and thank you letters • post-secondary—transcripts, registration forms, career portfolio, applications for financial support.	Personal Strengths: • who you are • what you know and can do
Build Personal Capacity	• update assessment of ability to demonstrate essential competencies in various contexts; e.g., home, work, school, community • expand action plan to improve one or two additional essential competencies with a focus on post-secondary education or work contexts • update inventory of personal learning styles and strengths • expand action plan to improve personal learning capacity with a focus on the workplace or post-secondary environment.	Essential Competencies: • personal management • managing transitions • working with others • communicating • thinking • achieving results • numeracy • computer technology

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CTR PROJECT COURSES

CTR project courses must meet the following criteria in order to meet funding requirements:

- All CTR project courses must extend or enhance an existing CTS strand and must not duplicate the outcomes of an existing course.
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- A CTR project course cannot be offered with a core (non-CTS) course, nor as a stand-alone course.
- Extracurricular activities and CTR project courses:
  - Student events that take place around the school, leadership conferences, tournaments and social activities are consistent with extracurricular activities that many students' councils/unions in other schools across the province showcase outside of the regular high school courses they offer. However, as per the current *Guide to Education: ECS to Grade 12* and the *Funding Manual for School Authorities*, these activities do not constitute instructional time, nor is funding provided for extracurricular activities. Therefore, any funding submission for a CTR Project course that consists largely or wholly of such activities will be deeded ineligible for funding and will be subject to funding recovery.

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COURSE CTR1110: PROJECT 1A
COURSE CTR1120: PROJECT 1B

Level: Introductory

Theme: Career Extensions

Prerequisite: None

Description: Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Note: The project courses may not be delivered as stand-alone courses, nor may they be combined with core courses.

Note: CTR project courses must meet specific criteria to meet funding requirements (see page D.23).

Parameters: Equipment variable according to project.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• propose, manage and assess a project • meet goals as defined within the project plan	• successful completion of project including project: – proposal – management – completion – assessment – presentation. *Assessment Tool* *CTR Project: Career Extensions Courses*	20 20 20 20 20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Outcomes	Notes★
Project Definition	*The student should:* • identify a project • prepare a project plan: – clarify the purpose of the project – define project deliverables – specify project timelines – define resource needs, e.g., materials, finances, support network • define assessment standards (indicators for success) • present project proposal for approval.	Purposes of project should relate to student(s)' goals and expectations. (Refer to *Guide to Standards and Implementation* for strand-related projects.) Presentation of project proposal could be print, verbal or audio/visual.
Project Management	• proceed with the project as outlined by the project plan • monitor project and make necessary adjustments to project plan.	Project monitoring should include regular progress checks and consultation with teacher and others.
Project Presentation and Assessment	• present the project: – outcomes attained – relationship to goals set originally • assess the project: – processes and strategies used – recommendations for how the project could have been improved.	Project presentation could be in print, a display of the product or a description of the processes undertaken. Student assessment could be print, verbal, and/or audio/visual.

★*Refer to the* Guide to Standards and Implementation *for the particular strand for suggestions about how project courses could be used to complement and enhance the learning.*

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CTR PROJECT COURSES

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COURSE CTR2110: PROJECT 2A
COURSE CTR2120: PROJECT 2B
COURSE CTR2130: PROJECT 2C
COURSE CTR2140: PROJECT 2D
COURSE CTR2150: PROJECT 2E

Level: Intermediate

Theme: Career Extensions

Prerequisite: None

Description: Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Note: The project courses may not be delivered as stand-alone courses, nor may they be combined with core courses.

Note: CTR project courses must meet specific criteria to meet funding requirements (see page E.29).

Parameters: Equipment variable according to project.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• propose, manage and assess a project • meet goals as defined within the project plan	• successful completion of project, including project: – proposal – management – completion – assessment – presentation. *Assessment Tool* *CTR Project: Career Extensions Courses*	20 20 20 20 20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Outcomes	Notes★
Project Definition	*The student should:* • identify a project • outline related issues and implications • prepare a project plan: – clarify the purposes of the project – define project deliverables – specify project timelines; e.g., key decision points, consultation points – define resource needs; e.g., materials, costs, support network • identify and comply with all related health and safety standards • define assessment standards (indicators for success) • present project proposal and obtain necessary approvals.	Purposes of project should relate to student(s)' goals and expectations. (Refer to *Guide to Standards and Implementation* for strand-related projects.) Resources could include materials, finances and support network. Presentation of project proposal could be print, verbal or audio/visual.
Project Management	• proceed with the project as outlined by the project plan • monitor project and make necessary adjustments to project plan.	Project monitoring should include regular progress checks and consultation with teacher and others.
Project Presentation and Assessment	• present the project: – outcomes attained – relationship to goals set originally • assess the project: – processes and strategies used – recommendations for how the project could have been improved.	Project presentation could be in print, a display of the project or a description of the processes undertaken. Student assessment could be print, verbal, and/or audio/visual.

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CTR PROJECT COURSES

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COURSE CTR3110: PROJECT 3A
COURSE CTR3120: PROJECT 3B
COURSE CTR3130: PROJECT 3C
COURSE CTR3140: PROJECT 3D
COURSE CTR3150: PROJECT 3E

Level: Advanced

Theme: Career Extensions

Prerequisite: None

Description: Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Note: The project courses may not be delivered as stand-alone courses, nor may they be combined with core courses.

Note: CTR project courses must meet specific criteria to meet funding requirements (see page F.32).

Parameters: Equipment variable according to project.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
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COURSE CTR3110: PROJECT 3A
COURSE CTR3120: PROJECT 3B
COURSE CTR3130: PROJECT 3C
COURSE CTR3140: PROJECT 3D
COURSE CTR3150: PROJECT 3E (continued)

Concept	Specific Outcomes	Notes★
Project Definition	*The student should:* • identify a project • prepare a project plan: – clarify the purposes of the project – define project deliverables – specify project timelines – explain terminology, tools and processes consistently throughout the project – define resource needs; e.g., materials, costs, staffing • identify and comply with all related health and safety standards • define assessment standards (indicators for success) • present project proposal and obtain necessary approvals.	Purposes of project should relate to student(s)' goals and expectations. (Refer to *Guide to Standards and Implementation* for strand-related projects.) Resources could include materials, finances and support network. Presentation of project proposal could be print, verbal or audio/visual.
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Concept	Specific Outcomes	Notes
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